



## North Augusta Middle

725 Old Edgefield Rd

North Augusta, SC 29841

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	631 Students	
<b>Principal</b>	Barry N Head	803-442-6200
<b>Superintendent</b>	Dr. Elizabeth Everitt	803-641-2428
<b>Board Chair</b>	Dr. Christine Harkins	803-663-1703

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Good</b>	<b>Good</b>
2008	Average	Below Average
2007	Average	At-Risk
2006	Good	Below Average
2005	Good	Below Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

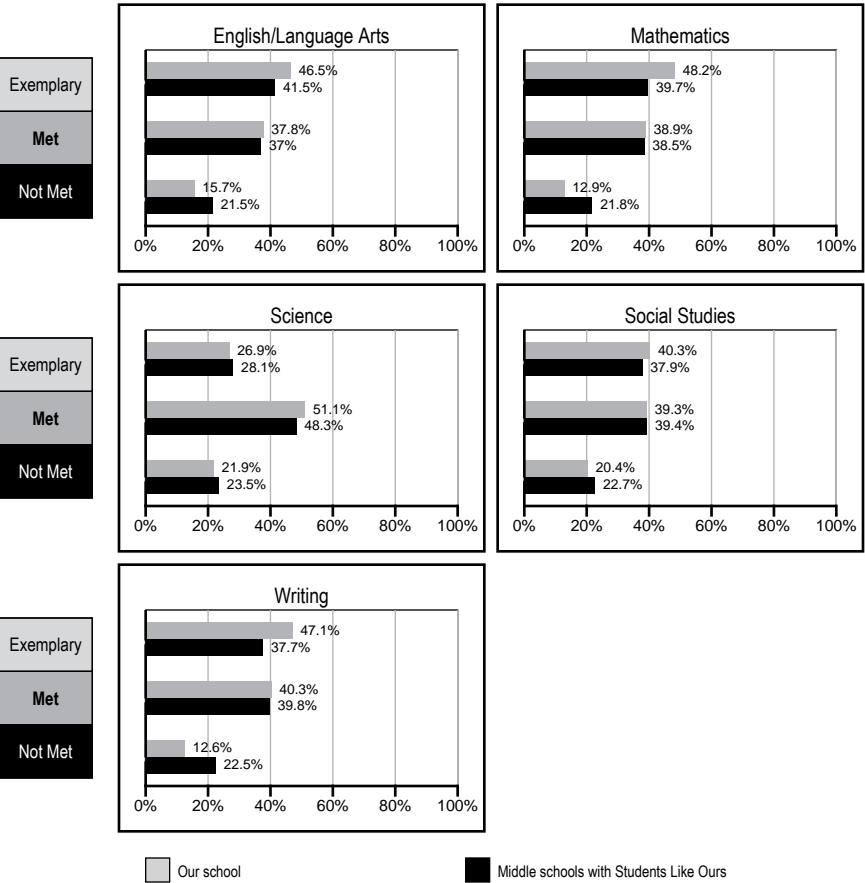
94.5%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
5	19	8	0	0

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	98.8%	99.2%
English 1	97.0%	93.7%
Physical Science	N/A	69.3%
US History and the Constitution	N/A	100.0%
All Subjects	97.8%	98.2%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=631)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	27.2%	Up from 21.7%	34.1%	21.6%
Retention rate	0.6%	No Change	1.1%	1.2%
Attendance rate	96.2%	Down from 96.3%	96.4%	95.9%
Eligible for gifted and talented	28.2%	Up from 26.3%	24.2%	14.8%
With disabilities other than speech	4.7%	Down from 6.2%	11.1%	12.6%
Older than usual for grade	1.6%	Down from 3.0%	1.3%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.8%	Down from 0.9%	0.6%	0.6%
Annual dropout rate	0.0%	Down from 0.2%	0.0%	0.0%
<b>Teachers (n=40)</b>				
Teachers with advanced degrees	42.5%	Up from 37.5%	58.0%	56.9%
Continuing contract teachers	82.5%	Up from 70.0%	78.4%	72.7%
Teachers with emergency or provisional certificates	5.1%	Down from 8.3%	3.7%	5.3%
Teachers returning from previous year	85.7%	Up from 85.3%	85.6%	82.9%
Teacher attendance rate	95.6%	Up from 94.7%	95.1%	95.2%
Average teacher salary*	\$47,978	Up 3.1%	\$48,674	\$46,599
Professional development days/teacher	8.0 days	Down from 8.9 days	10.6 days	10.8 days
<b>School</b>				
Principal's years at school	11.0	Up from 10.0	4.5	3.0
Student-teacher ratio in core subjects	19.8 to 1	Up from 19.3 to 1	21.5 to 1	20.1 to 1
Prime instructional time	90.5%	Up from 89.3%	90.7%	89.9%
Opportunities in the arts	Excellent	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	94.0%	Down from 94.5%	98.6%	97.8%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$5,778	Up 16.9%	\$7,199	\$7,645
Percent of expenditures for instruction**	68.0%	Down from 68.5%	65.8%	63.4%
Percent of expenditures for teacher salaries**	55.9%	Down from 65.1%	59.5%	57.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

North Augusta Middle School had a very successful year. We were one of only a handful of middle schools in the state make Adequate Yearly Progress under the guidelines defined by No Child Left Behind! This is an achievement that truly speaks to the quality of our teacher's instruction and the support we receive from parents and others in the community. Our students can compete with any group in the state or nation. This was demonstrated when NAMS "Future Cities" team consisting of five 7th graders, Mrs. B. R. Smith (teacher), Mike Cercy (sponsor), and Mark Tyrell (sponsor) competed in and won the regional competition. The team went on to compete nationally in Washington, DC, where there they won first place in the essay competition.

NAMS continues to lead the district in our performance on state end of course examinations in Algebra 1 and English 1. I am very proud to be a part of the NAMS community. I thank all our faculty and staff, parent volunteers, and other community members who helped make this another great year.

Our School Improvement Council, under the direction of Ms. Amy Baker, completed another successful year with activities which included a superb Transition Fair for our rising 6th graders.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	40	192	90
Percent satisfied with learning environment	100.0%	77.0%	88.9%
Percent satisfied with social and physical environment	92.5%	81.5%	87.8%
Percent satisfied with school-home relations	97.5%	88.4%	83.3%

\* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Adequate Yearly Progress

YES

This school met 19 out of 19 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.9%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.3%	0.0%	No
Student attendance rate	96.2%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	645	99.5	15.7	39.3	45	92.1	85.7	82.8	Yes	Yes
<b>Gender</b>										
Male	334	99.4	19.5	35.5	45	89.6	83.2	79.3	N/A	N/A
Female	311	99.7	11.7	43.3	45	94.8	88.4	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	389	99.7	9.5	37.4	53.1	96.2	90.8	89.5	Yes	Yes
African American	206	99	23.8	44.3	31.9	86.5	78.1	73.7	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	91.3	92.3	I/S	I/S
Hispanic	41	100	35.9	38.5	25.6	82.1	77.9	76.5	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	79.2	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	30	100	60.7	32.1	7.1	50	51.2	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	36	100	40	40	20	80	76.2	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	257	100	26.1	41.7	32.2	85.2	79.5	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	645	99.5	13.9	42.6	43.5	90.8	81.6	78.9	Yes	Yes
<b>Gender</b>										
Male	334	99.4	15.3	40.4	44.3	89.3	80.6	77	N/A	N/A
Female	311	99.7	12.4	45	42.6	92.4	82.6	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	389	99.7	7.6	40.1	52.3	95.4	87.6	87.2	Yes	Yes
African American	206	99	24.9	45.4	29.7	82.7	71.7	66.7	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	93.8	93	I/S	I/S
Hispanic	41	100	20.5	59	20.5	84.6	78.7	76	I/S	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	75	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	30	100	60.7	35.7	3.6	46.4	45.4	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	36	100	25.7	57.1	17.1	82.9	78.4	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	257	100	23.9	47.8	28.3	82.6	74.1	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	427	100	21.6	51.4	27.1	78.4	68.5	67.5
<b>Gender</b>								
Male	219	100	20.5	51	28.5	79.5	69.4	67
Female	208	100	22.6	51.8	25.6	77.4	67.6	68
<b>Racial/Ethnic Group</b>								
White	256	100	11.1	51.6	37.3	88.9	78.5	79.5
African American	142	100	38.8	50.4	10.9	61.2	52.3	50.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	92.5	84.3
Hispanic	25	100	37.5	54.2	8.3	62.5	61.3	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	72.2	71.2
<b>Disability Status</b>								
Disabled	16	100	N/AV	N/AV	N/AV	25	34.9	35.6
<b>Migrant Status</b>								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	19	100	45	45	10	55	61.3	59.6
<b>Socio-Economic Status</b>								
Subsided meals	167	100	37.5	50	12.5	62.5	56.9	55.1

**Social Studies**

All Students	429	99.8	20.2	39.3	40.6	79.8	69	72.3
<b>Gender</b>								
Male	231	99.6	16	34.9	49.1	84	69.3	71.5
Female	198	100	24.9	44.3	30.8	75.1	68.8	73.2
<b>Racial/Ethnic Group</b>								
White	257	99.6	11.2	39.8	49	88.8	76.5	80.7
African American	138	100	34.4	38.4	27.2	65.6	56.7	60
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	88.5	88.5
Hispanic	27	100	38.5	42.3	19.2	61.5	62.5	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.3	72.2
<b>Disability Status</b>								
Disabled	24	100	45.5	50	4.5	54.5	40.6	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	26	100	42.3	38.5	19.2	57.7	63.8	67.9
<b>Socio-Economic Status</b>								
Subsided meals	180	100	35.6	40.6	23.8	64.4	59	62.1

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	642	99.2	12.5	40.4	47.2	87.5	71.8	70.2	96.2	95.9
Gender										
Male	332	99.1	16.4	41.2	42.4	83.6	65.9	63.2	96.4	95.7
Female	310	99.4	8.2	39.5	52.2	91.8	78.1	77.5	96	96
Racial/Ethnic Group										
White	388	99.2	8.6	34.1	57.3	91.4	78.3	79.1	95.9	95.8
African American	203	99	16.6	54	29.4	83.4	61.4	57.6	96.8	95.9
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	84	86.2	97.7	97.7
Hispanic	42	100	30	37.5	32.5	70	65.9	62.6	96.2	96.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	60.9	68.7	96.7	96
Disability Status										
Disabled	31	93.6	60.7	35.7	3.6	39.3	23	26.1	94.1	94.9
Migrant Status										
Migrant	3	I/S	I/S	I/S	I/S	I/S	I/S	54.7	97.8	95
English Proficiency										
Limited English Proficient	36	100	31.4	42.9	25.7	68.6	64.9	61.2	96.1	96.4
Socio-Economic Status										
Subsidized meals	257	98.8	22.4	44.8	32.8	77.6	61.4	58.9	96	95.2

Abbreviations for Missing Data



PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	216	99.5	11.2	39.6	49.2	88.8
	7	214	100	16.7	36.4	47	83.3
	8	215	99.1	19.2	41.9	38.9	80.8
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	216	99.5	8.1	39.1	52.8	91.9
	7	214	100	15.2	40.4	44.4	84.8
	8	215	99.1	18.2	48.3	33.5	81.8
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	107	100	16	58	26	84
	7	214	100	16.2	51.5	32.3	83.8
	8	106	100	37.6	44.6	17.8	62.4
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	108	100	3.1	53.6	43.3	96.9
	7	214	100	30.8	34.8	34.3	69.2
	8	107	99.1	15.7	34.3	50	84.3
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	215	99.1	9.1	38.6	52.3	90.9
	7	211	99.5	13.1	40.2	46.7	86.9
	8	216	99.1	15	42.2	42.7	85

Abbreviations for Missing Data

N/A--Not Applicable   N/AV--Not Available   N/C--Not Collected   N/R--Not Reported   I/S--Insufficient Sample